DOCUMENT RESUME

ED 466 422 SO 033 950

TITLE	The Don Henry Story. Teaching with Documents.
INSTITUTION	National Archives and Records Administration, Washington, DC.
PUB DATE	2002-06-20
NOTE	28p.; Photographic images may not reproduce well.
AVAILABLE FROM	National Archives and Records Administration, 8601 Adelphi Road, College Park, MD 20740-6001. Tel: 866-272-6272 (Toll Free); Fax: 301-837-0483; e-mail: orderstatus@nara.gov. For full text: http://www.archives.gov/digital_classroom/teaching_with_documents.html.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; Foreign Countries; *Life Events; National Standards; *Primary Sources; Secondary Education; Social Studies; Student Research; Teacher Developed Materials; Undergraduate Students; *World History
IDENTIFIERS	Document Analysis; National Civics and Government Standards; National History Standards; Posters; Spain; *Spanish Civil War; Student Engagement

ABSTRACT

Don Henry was a student at the University of Kansas (Lawrence, Kansas) who experienced a profound political change during his years on campus. Henry became a leader in radical campus organizations, volunteered to fight in the Spanish Civil War with the Lincoln Brigade, and died on the battlefield in Aragon (Spain) in September 1937. An article in the archives of the Abraham Lincoln Brigade (posted online), "The Inquiry into the Education of Don Henry and His Subsequent Death in the Spanish Civil War," recounts the events leading to and following Don Henry's death and is used as part of the lesson plan focus. The lesson plan provides an overview; identifies the National World History Standards and National Civics and Government Standards correlations; and document reproductions: (Sacrifice for Spain Poster; Don Henry's letter from Spain, July 4, 1937; Press Release from the University of Kansas's Board of Regents; and Character and Education Newspaper Article.) It contains document analysis and poster analysis worksheets. The online article includes learning activities. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 422

U.S. NATIONAL ARCHIVES & RECORDS ADMINISTRATION

www.archives.gov June 20, 2002

TEACHING WITH DOCUMENTS

The Don Henry Story

National Archives and Records Administration
700 Pennsylvania Avenue, N.W.
Washington, D.C. 20408
1-866-325-7208

http://www.archives.gov/digital_classroom/lessons/don_henry/don_henry.html

2002

SO 033 950

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Teaching With Documents Lesson Plan:

The Don Henry Story

Background

In the March 1998 issue of Social Education, the journal of the National Council for the Social Studies, the Teaching With Documents article tells the story of Don Henry, a student at the University of Kansas who experienced a profound political change during his years on campus. Henry became a leader in radical campus organizations, volunteered to fight in the Spanish Civil War with the Lincoln Brigade, and died on a battlefield in Aragon in September 1937. "The Inquiry into the Education of Don Henry and His Subsequent Death in the Spanish Civil War" recounts the events leading to and following Don Henry's death.

The article has been posted online by the Abraham Lincoln Brigade Archives at http://www.alba-valb.org/donhenry.html

The first document, the Sacrifice for Spain Poster notified students of a noontime rally at the student union. Two professors from the University of Kansas spoke at the rally, appealing to the students to support the Loyalist government in Spain. Questions were raised about whether campus politics influenced students to support the cause of the Loyalist government in Spain. After Henry's death, the committee appointed by the Board of Regents to investigate campus activities observed that "with a person possessing the brilliance of John Ise championing their cause and no person of equal prominence or ability presenting the other side of the question it is understandable why the young might have been influenced."

Don Henry's 16-page letter (Document 2) from Spain explained to his family why he went to Spain and gives a clear picture of life in the International Brigades.

The Board of Regents of the University of Kansas issued a 16-page confidential report (Document 3) on the death of Don Henry and summarized their findings in the press release shown above. In accordance with the recommendation in item 12, the evidentiary material was made available to the Kansas State Legislature and ultimately to the U.S. House of Representatives Special Committee on UnAmerican

Activities for further investigation.

After Don Henry's death, his father questioned the role the university may have played in shaping his son's beliefs and decision that resulted in his death on a foreign battlefield. Ironically, this newspaper clipping, found in Don Henry's steamer trunk, shows that young Henry was aware of issues related to the role and responsibility of a university in the development of character in the education process.

File: Documents in the case of Don Henry; Exhibits, Evidence and Other Records Related to Various Committee Investigations; Records of the Special House Committee on UnAmerican Activities, 1938-45; Records of the U.S. House of Representatives (Record Group 233), Center for Legislative Archives, National Archives, Washington, D.C.

The Documents

1. Sacrifice for Spain Poster
2. Don Henry's letter from Spain, July 4, 1937
3. Press release of the Board of Regents
4. Character and Education newspaper article

Lesson Resources

Standards Correlations

Document Analysis Worksheet

Poster Analysis Worksheet

U.S. National Archives & Records Administration
700 Pennsylvania Avenue NW, Washington, DC 20408 • 1-86-NARA-NARA •

Standards Correlations

The teaching activities included with the article correlate to the National Standards for History.

- Era 8-The Causes of the Great Depression and how it affected American society (1929-1945)
    - Standard 1B-Demonstrate understanding of how American life changed during the 1930s.

They also correlate to the National Standards for Civics and Government.

- Standard IV.B.1-Explain the principal foreign policy positions of the United States and evaluate their consequences.
- Standard IV.B.3-Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.
- Standard IV.C.2-Evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations.

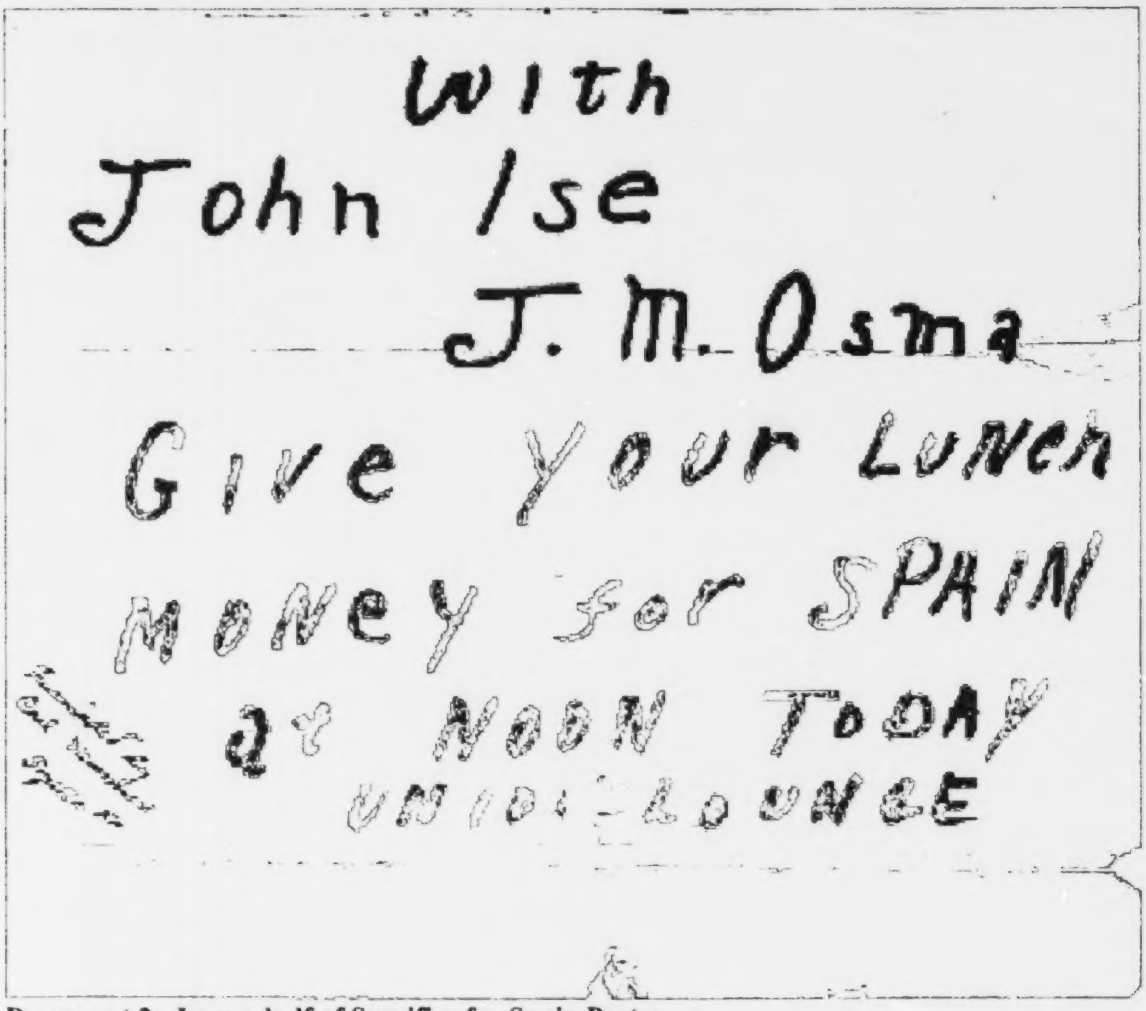
They also correlate to the National Standards for World History.

- Era 8-A Half-Century of Crisis and Achievement (1900-1945)
    - Standard 1B-Demonstrate understanding of the causes and consequences of important resistance and revolutionary movements in the early 20th century.
    - Standard 4A-Student understands the causes of World War II.

APRIL
S M T W T F S
SACRIFICE
FOR SPAIN
27
TO LIFT THE EMBARGO FROM SPAIN
GIVE THE PRICE OF YOUR MEAL TO SPAIN
, TO GIVE SPAIN THE AID SHE NEEDS

Document 1: Sacrifice for Spain Poster

BEST COPY AVAILABLE



Document 2: Lower half of Sacrifice for Spain Poster

I Second Road D. E. Henry
~~[illegible]~~
No. 270
Plaza de Altozano
Albacete, Spain

Dr. E. R. Henry
2300 Sedgwick.
University Heights
New York, N.Y.

July 4, 1937

Dear Ed:

I am addressing this letter to you and expect it to be sent on to the folks at home for paper and postage is very scarce here in Spain.

I have joined the International Brigade, Company three of the MacKenzie Papineau Battalion. It is a Canadian Battalion but over half of the

Document 2: Don Henry's letter from Spain, July 4, 1937, page 1

BEST COPY AVAILABLE

force is composed of U.S. Citizens. When training is over I expect to be moved - Albay with the other Americans -- into the newly formed Patrick Henry Battalion of the George Washington or Abraham Lincoln.

About the proposed trip to France and tour of all Europe, I can only say it was a hoax for the delicate position of comrades headed for Spain made it necessary to conceal all information of our actual destination. Also for the same reason I cannot say how exactly we came to be here or where exactly we are in Spain but the

Document 2: Don Henry's letter from Spain, July 4, 1937, page 2

BEST COPY AVAILABLE

Adress heading this letter will
be my future mailing adress.
We have been some 5 weeks
now making this journey and
have undergone some severe
hardships already to join in
this fight against Fascism.
The group I travelled with
and am stationed with is
composed largely of students.
I have five or six particularly
good friends here. Among
whom is a man from Harvard
one from Cornell, one from
Columbia, one from Michigan
another from N.Y.U., and a
professor of Physics at Wash-
ington U., - Ph.d. Harvard, Brown,
and Johns Hopkins - - And others

Document 2: Don Henry's letter from Spain, July 4, 1937, page 3

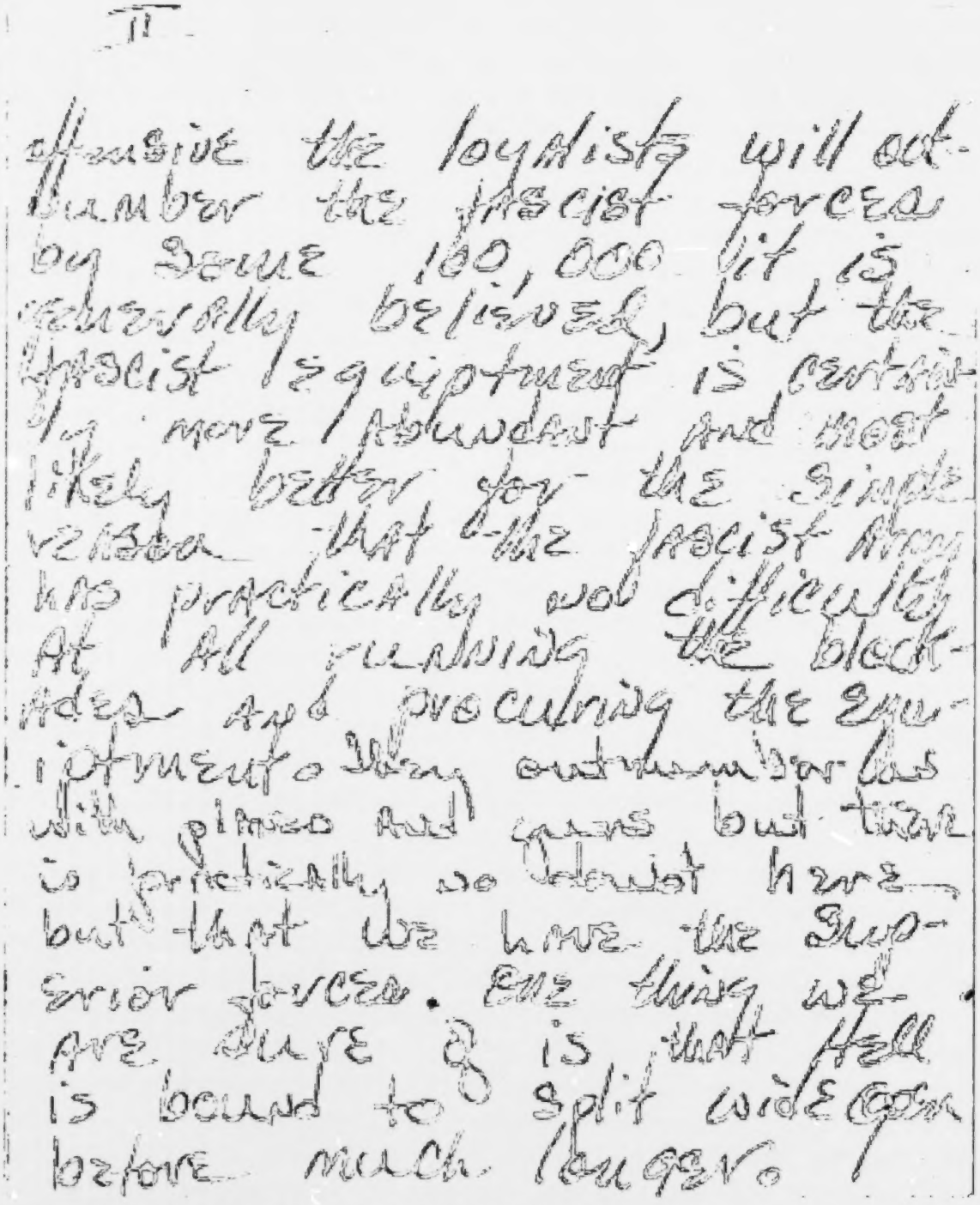
BEST COPY AVAILABLE

ranging from seamen to plumb
ers. At our first stop inside
of Spain there was an excess
of 500 men with 21 races
represented. The Americans
are most numerous with
the Poles and Canadians
running a close second. In
order to get around one
should know how to speak
French, Spanish, German, Flish
and English, least of all, if
seems!!

At this stage in the Spanish
War both sides are marking
time while they build up
their fighting equipment.
By the time of the next

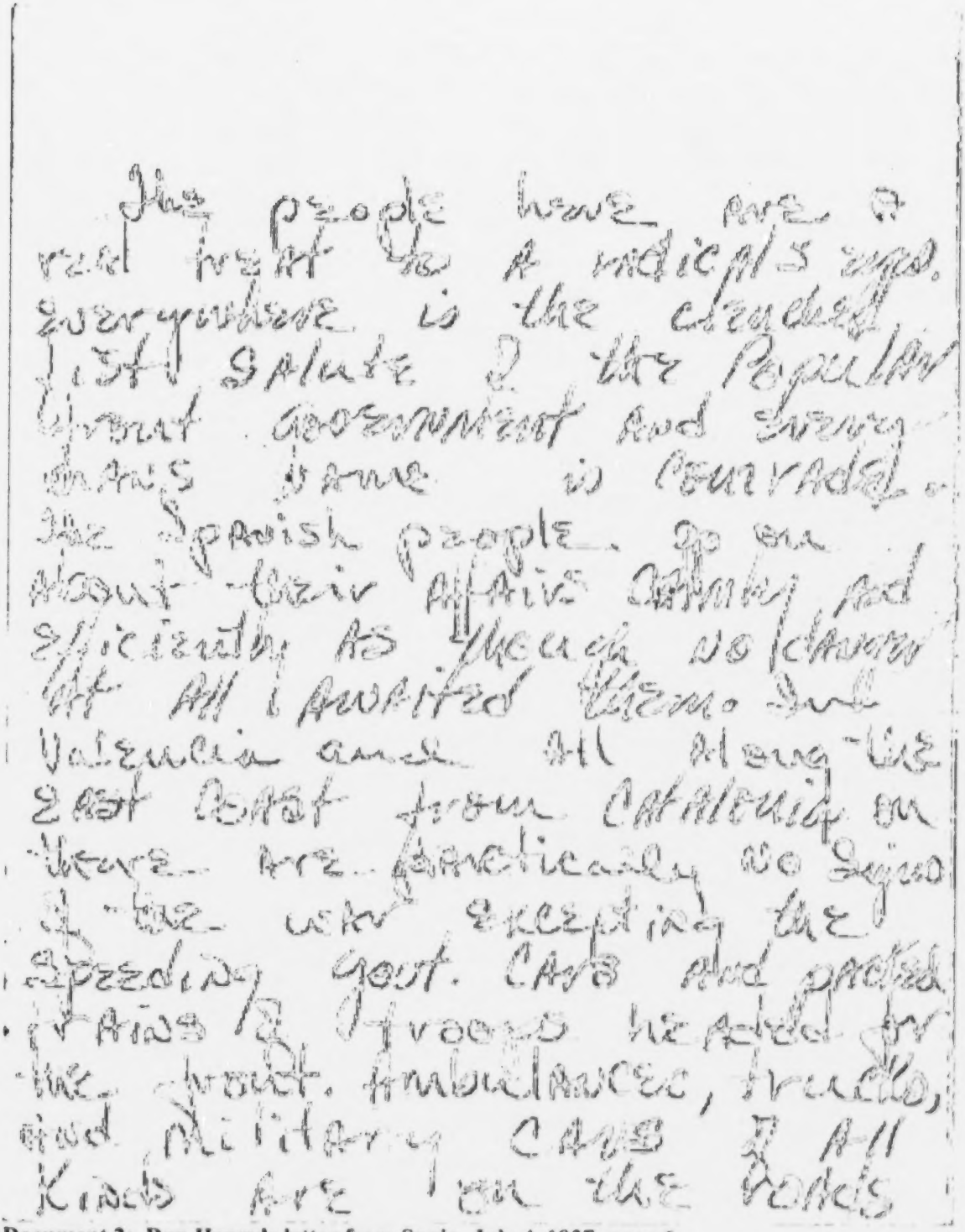
Document 2: Don Henry's letter from Spain, July 4, 1937, page 4

BEST COPY AVAILABLE


offensive the loyalists will out-
number the fascist forces
by some 100,000 it is
generally believed, but the
fascist equipment is certain-
ly more abundant and most
likely better for the simple
reason that the fascist army
has practically no difficulty
at all running the block-
ades and procuring the equ-
ipment they outnumber us
with planes and guns but there
is practically no danger here
but that we have the sup-
erior forces. For this we
are sure & is that Hell
is bound to split wide open
before much longer.

Document 2: Don Henry's letter from Spain, July 4, 1937, page 5

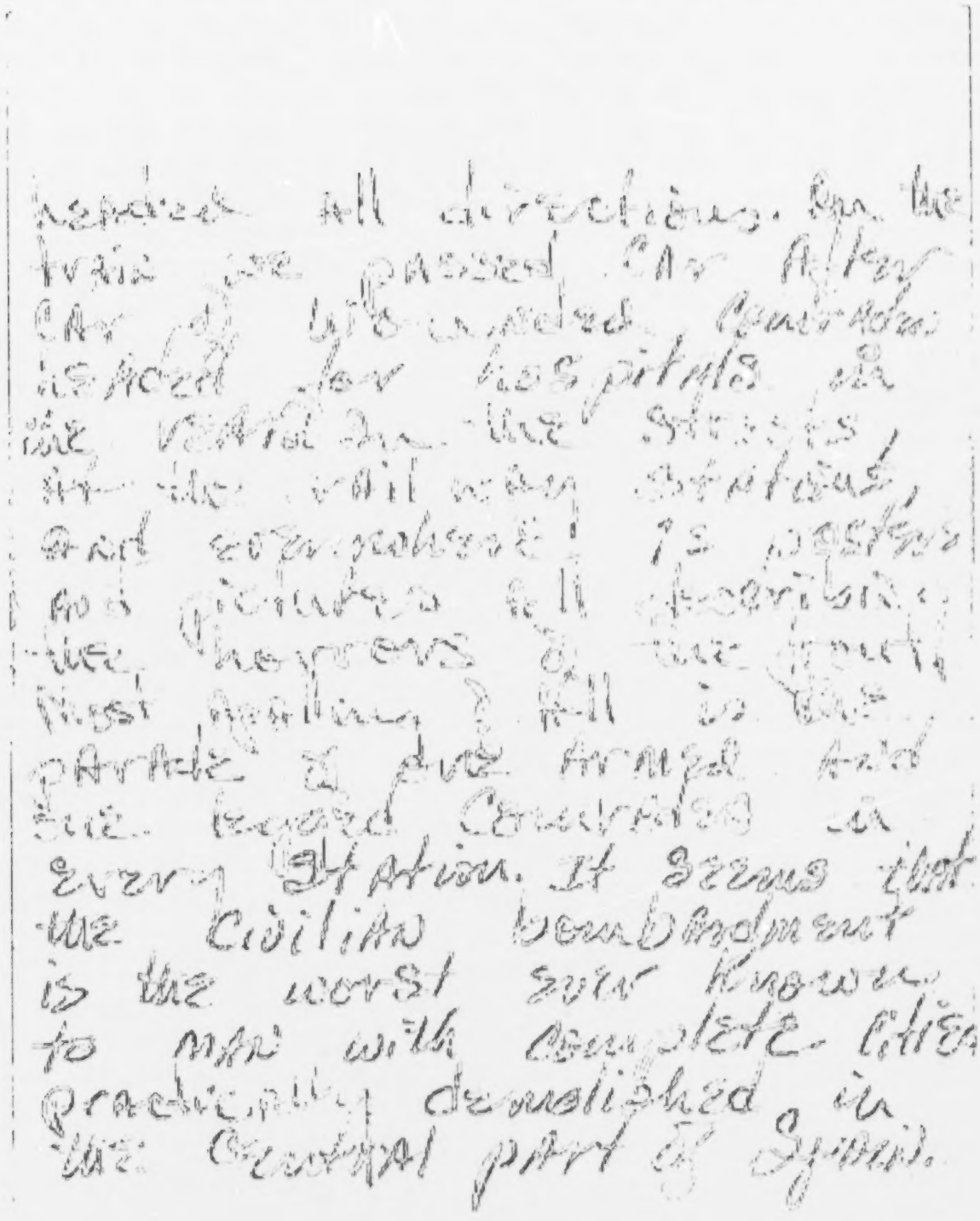
BEST COPY AVAILABLE



The people here are a real treat to a radicals eye. Everywhere is the clenched fist Salute & the Republican flag. Government and Syndicate buildings is covered. The Spanish people go on about their affairs Quietly and efficiently as though no thought of all around them. In Valencia and all along the East coast from Catalonia on there are practically no signs of the war except the occasional Government Cars and packed trains & troops headed for the front. Ambulances, trucks, and Military cars of all kinds are on the roads

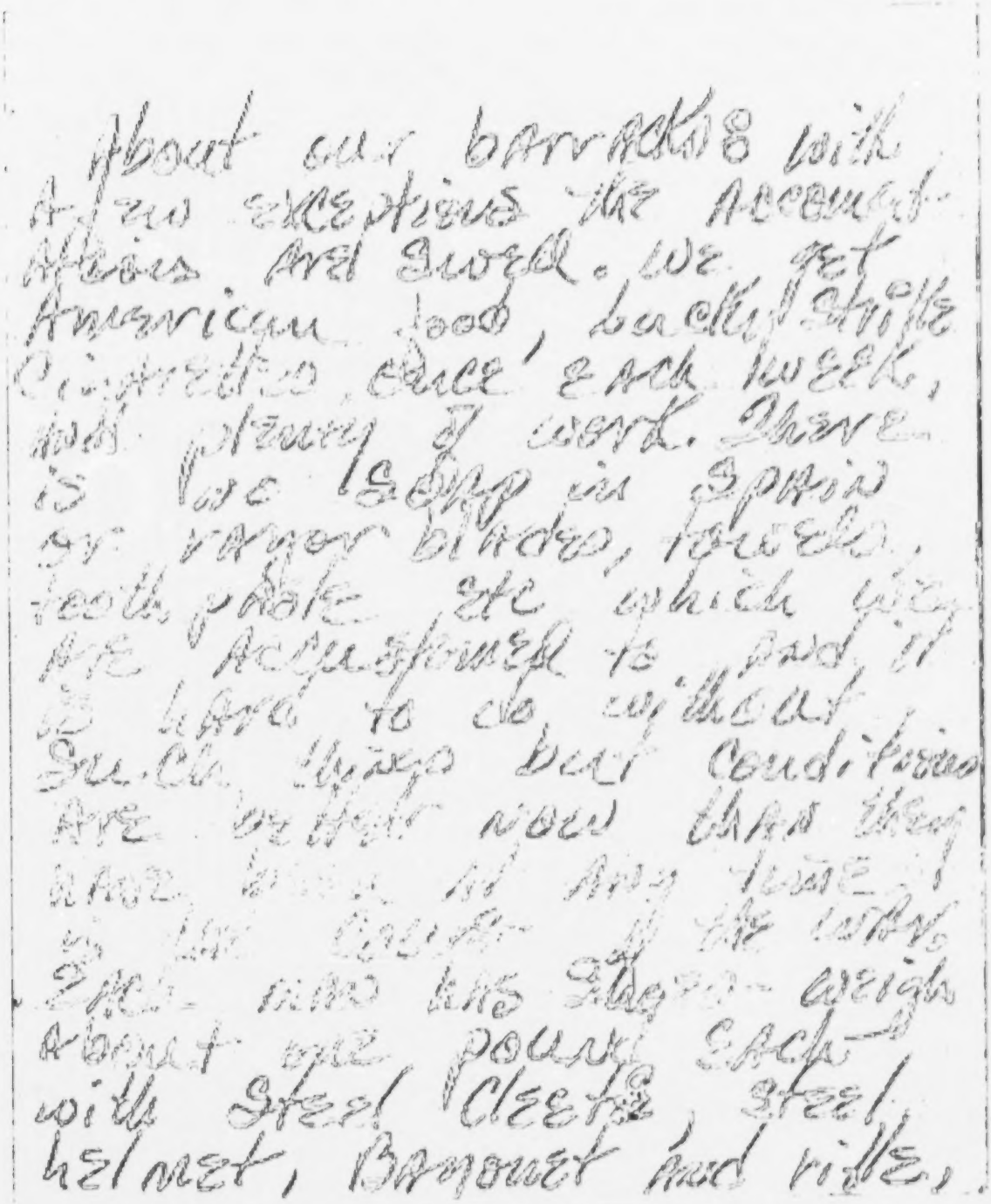
Document 2: Don Henry's letter from Spain, July 4, 1937, page 6

BEST COPY AVAILABLE



Document 2: Don Henry's letter from Spain, July 4, 1937, page 7

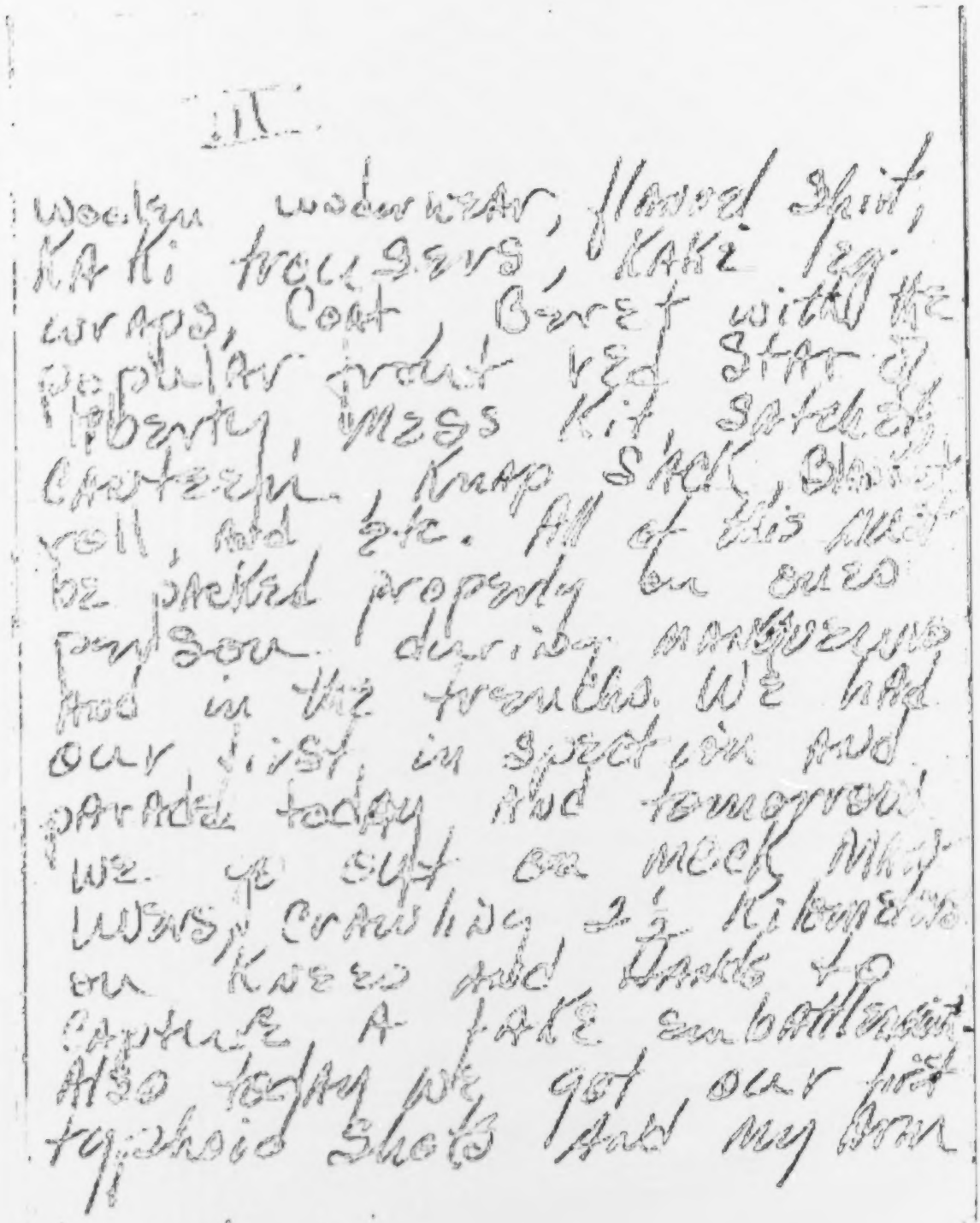
BEST COPY AVAILABLE



about our barracks with
a few exceptions the accomod-
ations are good. We get
American food, breakfast
consisted once each week,
and stew 3 times. There
is no soup in Spain
or vegetables, potatoes,
tooth paste etc which we
are accustomed to and it
is hard to do without
such things but conditions
are better now than they
was [illegible] the early
part and the [illegible] of the entire
[illegible] and his flag- weigh
about one pound each
with steel cleats, steel
helmet, Bayonet and rifle,

Document 2: Don Henry's letter from Spain, July 4, 1937, page 8

BEST COPY AVAILABLE



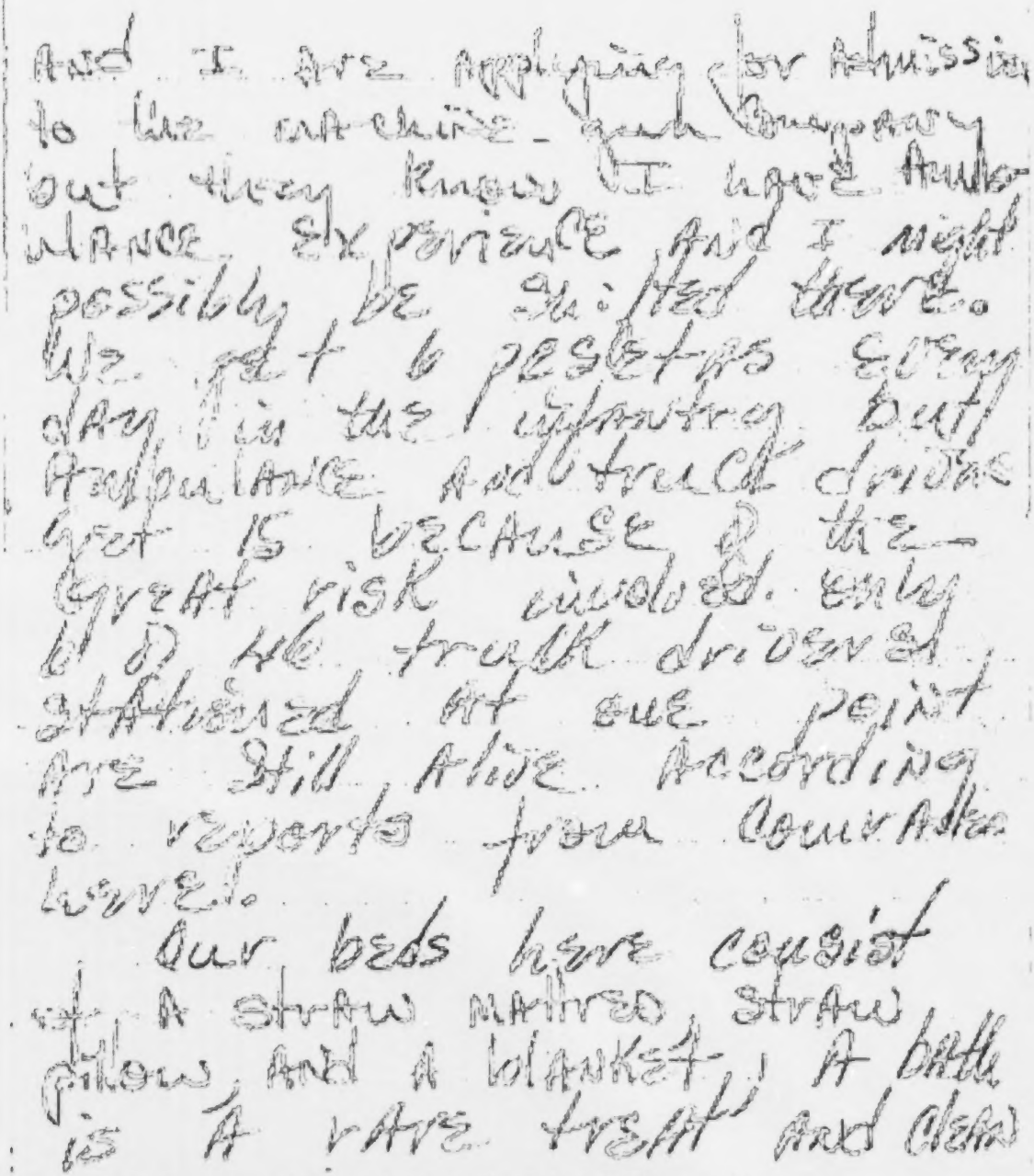
Document 2: Don Henry's letter from Spain, July 4, 1937, page 9

BEST COPY AVAILABLE

has began to smell and
ache. We expect to be in
training approximately one-
month and then be shipped
to the Madrid front with
the American troops against
so valiantly last winter.
In the long part of the war
the International troops
have shipped with no more
than two of three days train-
ing directly to the front.
Naturally they were slaught-
ered like flies but had it
not been for them Madrid
would have fallen and the
Entire war might possibly
have been lost to the fas-
cists. Side by My Comrades

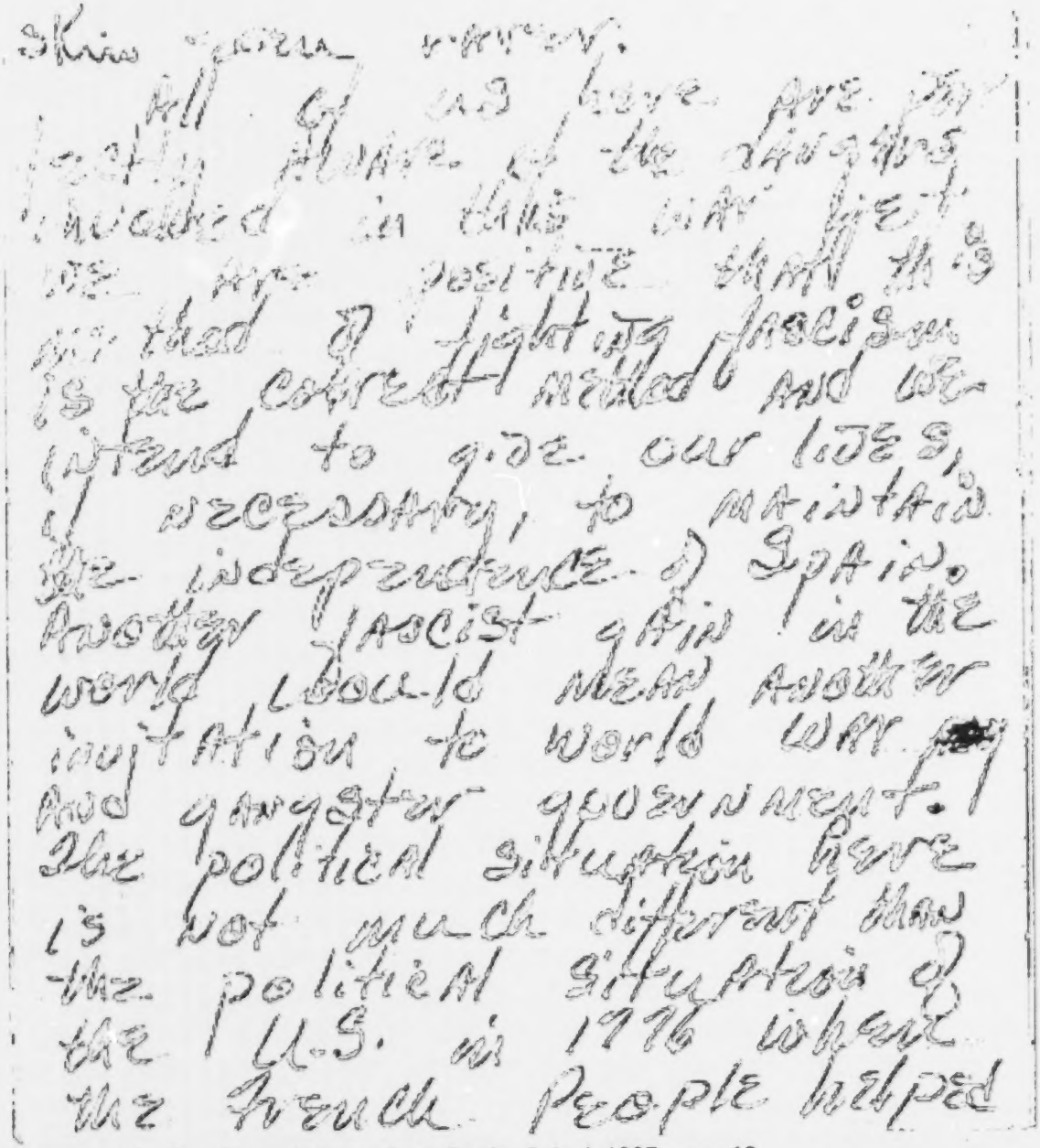
Document 2: Don Henry's letter from Spain, July 4, 1937, page 10

BEST COPY AVAILABLE


and I are applying for admission
to the militia - 4th Company
but they know it we have auto-
mance experience and I might
possibly be shifted there.
We get 6 pesetas every
day in the militia but
Ambulance and truck drivers
get 15 because of the
great risk involved. Only
10 of the truck drivers
stationed at our point
are still alive according
to reports from Communists
here.
Our beds here consist
of a straw mattress, straw
pillow and a blanket. A bath
is a rare treat and clean

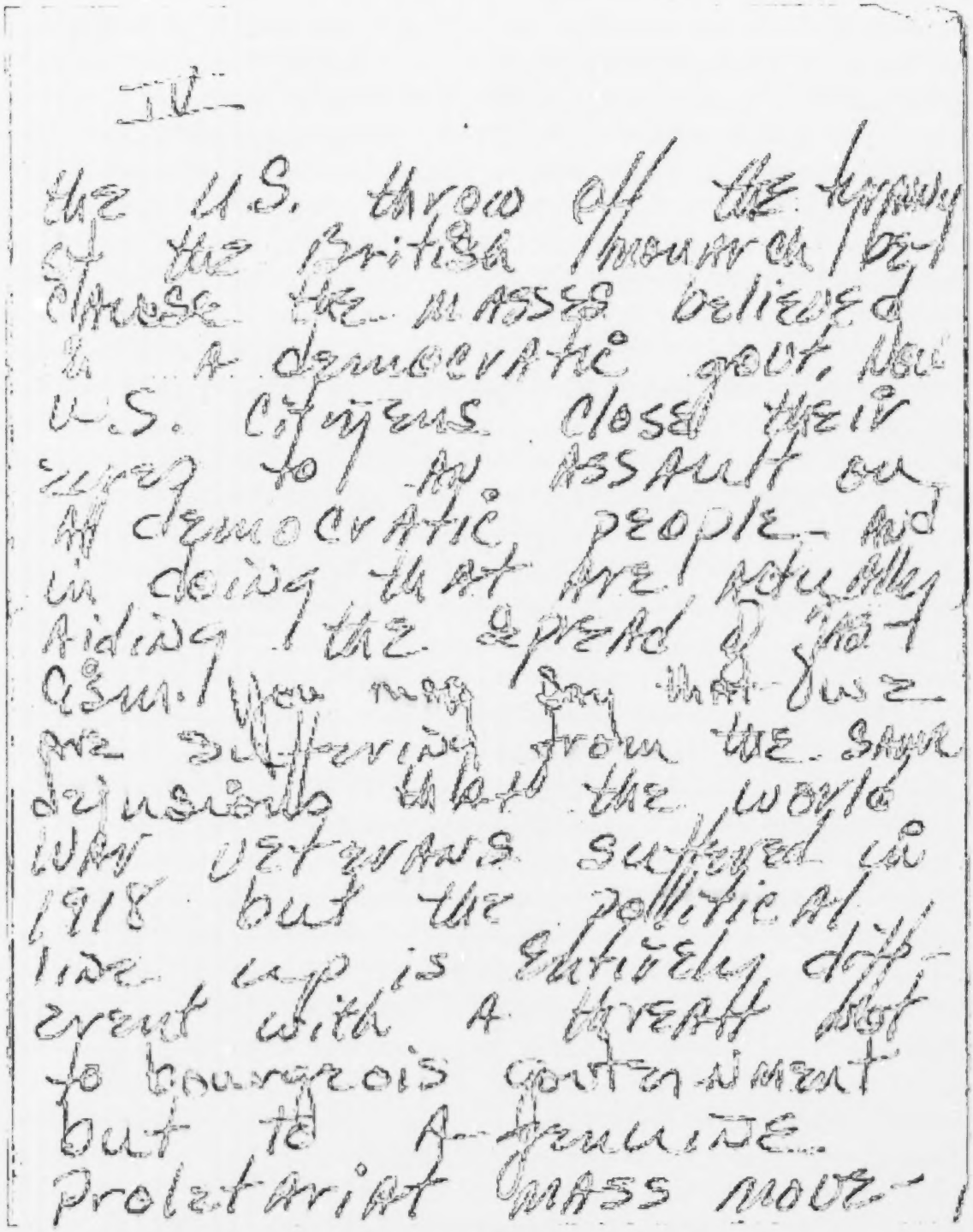
Document 2: Don Henry's letter from Spain, July 4, 1937, page 11

BEST COPY AVAILABLE



Document 2: Don Henry's letter from Spain, July 4, 1937, page 12

BEST COPY AVAILABLE

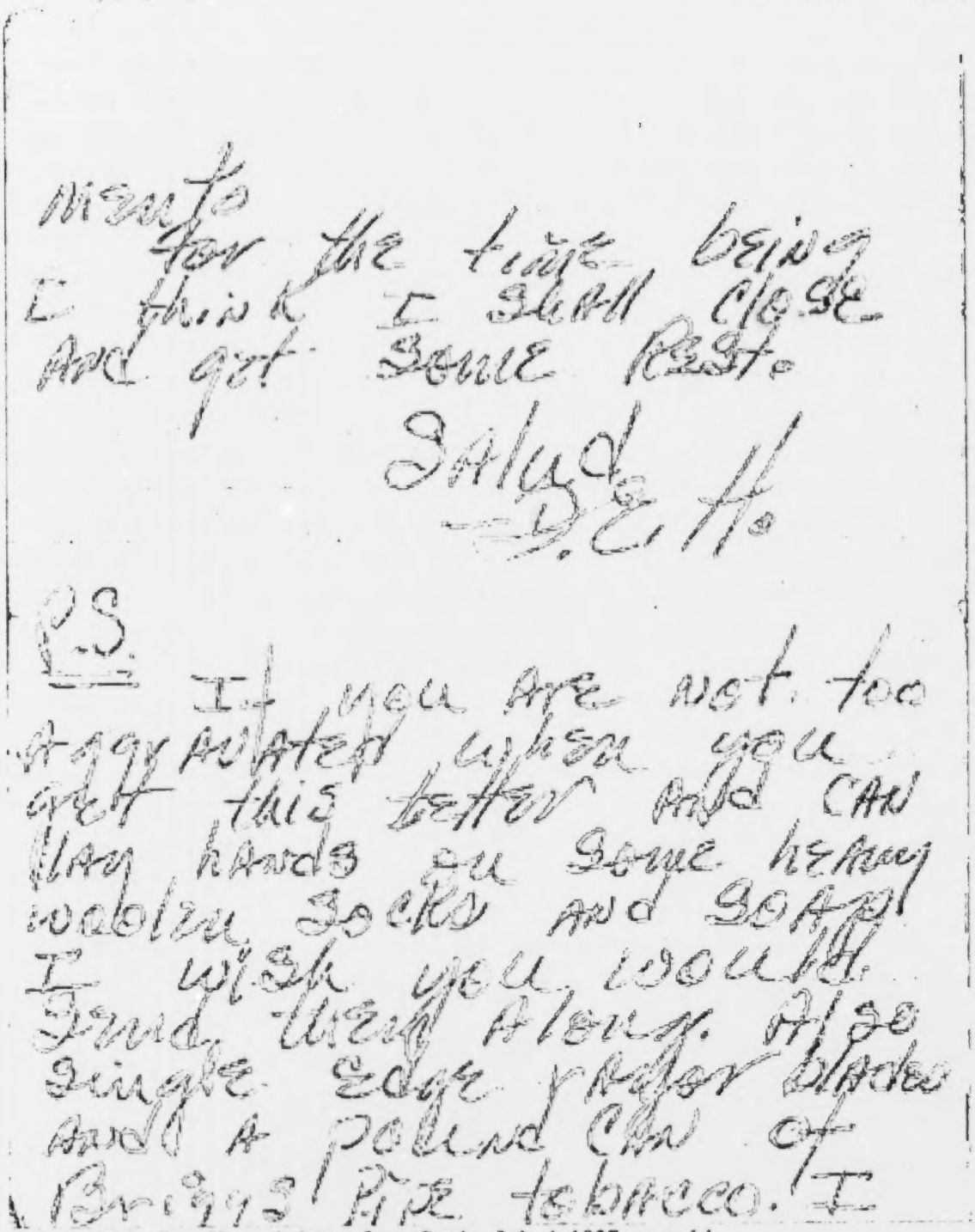


III

the U.S. throw off the tyranny of the British Monarch because the masses believed in a democratic govt. but U.S. citizens closed their eyes to an assault on all democratic people and in doing that are actually aiding the spread of fascism. We may say that we are suffering from the same delusions that the world war veterans suffered in 1918 but the political tide up is entirely different with a threat not to bourgeois government but to a genuine proletariat mass move-

Document 2: Don Henry's letter from Spain, July 4, 1937, page 13

BEST COPY AVAILABLE



Write for the time being
I think I shall close
and get some rest.

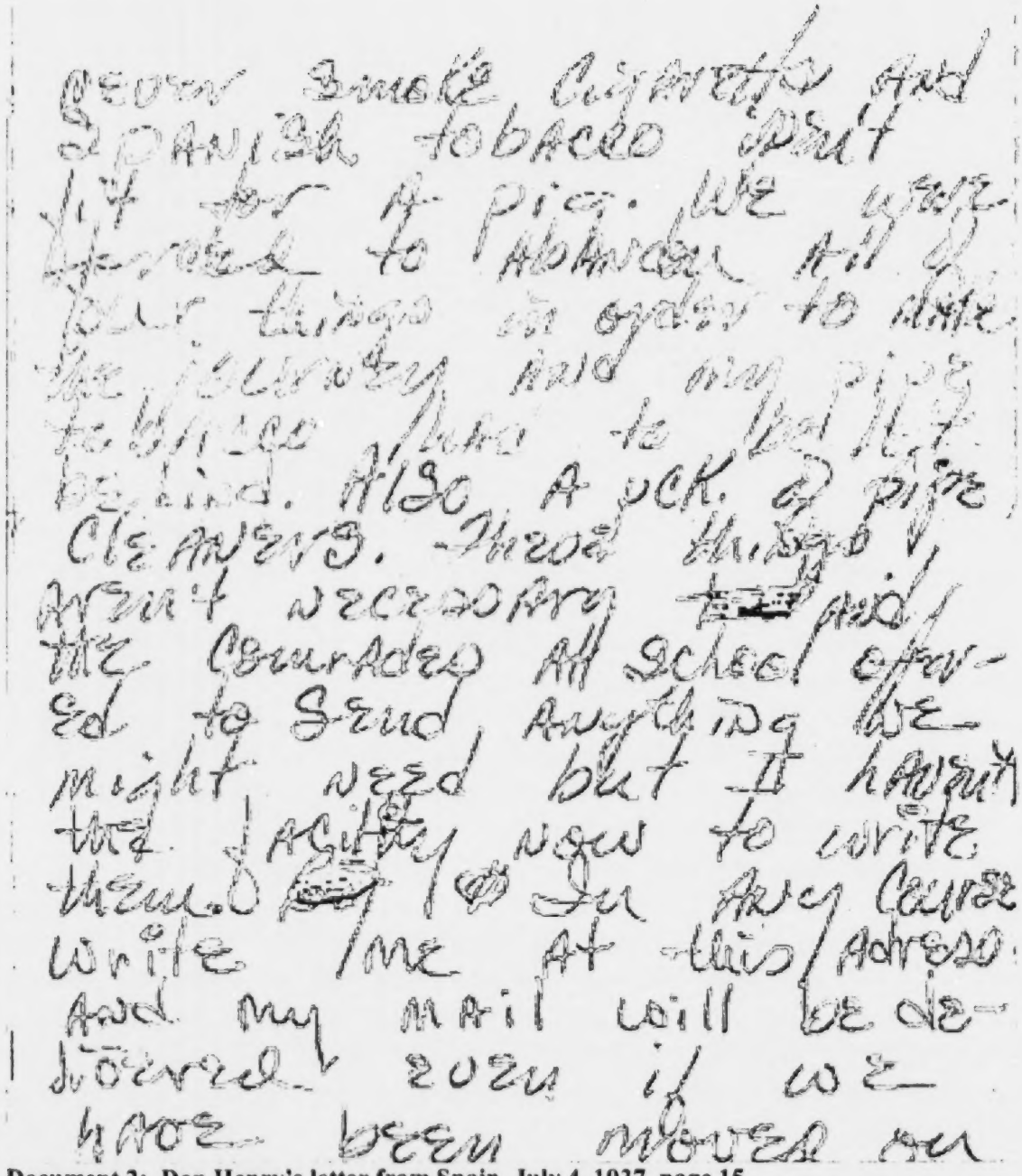
Salud.

D. H.

P.S. If you are not too
aggravated when you
get this letter and can
find hands on some heavy
woolen socks and some
I wish you would.
Send them along. Also
Single Edge razor blades
and a pound can of
Briggs Pipe tobacco. I

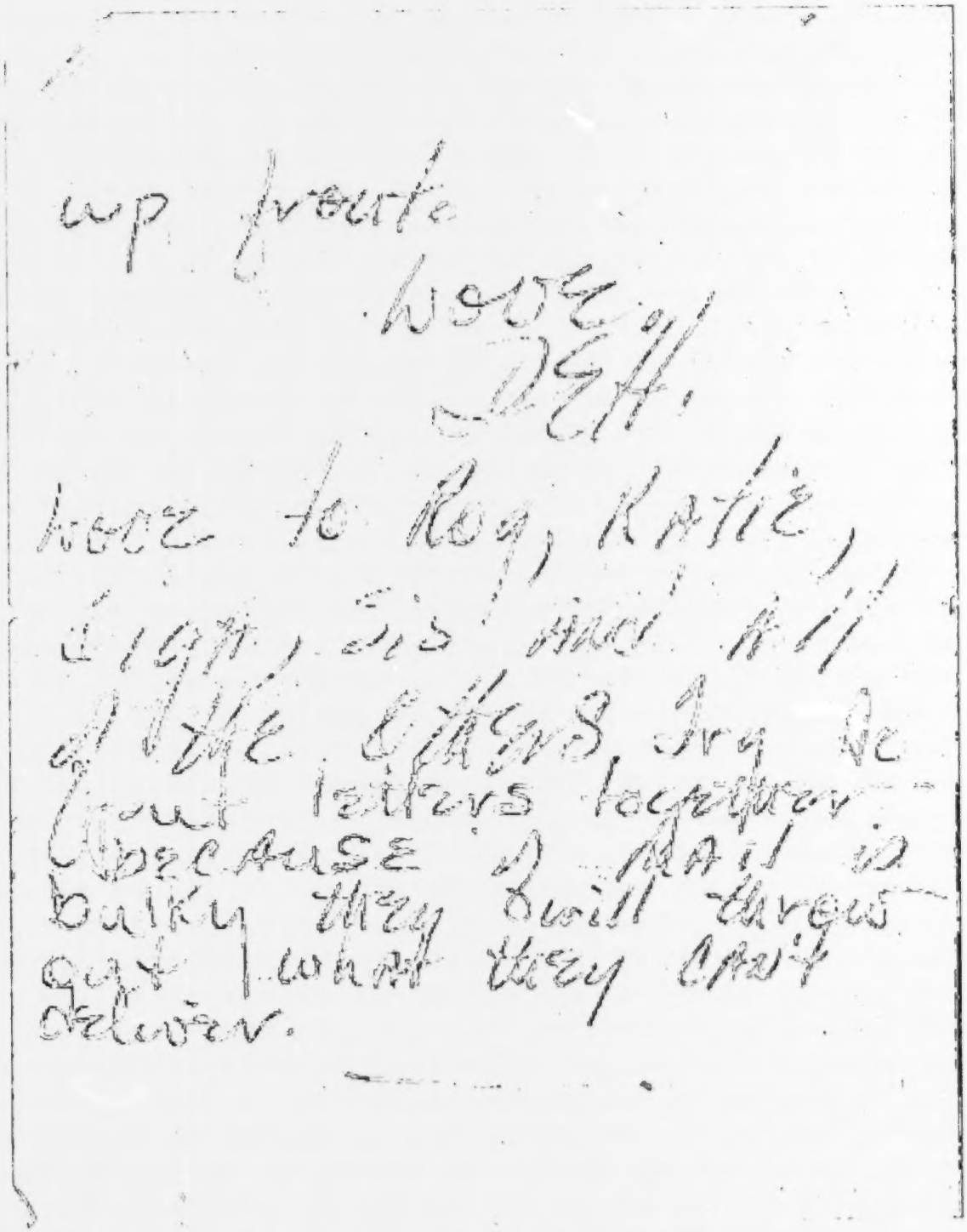
Document 2: Don Henry's letter from Spain, July 4, 1937, page 14

BEST COPY AVAILABLE



Document 2: Don Henry's letter from Spain, July 4, 1937, page 15

BEST COPY AVAILABLE



up front
love
Jeff.
here to Roy, Katie,
Light, is that all
of the letters together
Because I mail in
bulk they don't throw
out what they can't
deliver.

Document 2: Don Henry's letter from Spain, July 4, 1937, page 16

BEST COPY AVAILABLE

Press Release of Board of Regents

1. Don Henry when he came to K. U. was a religious boy with a normal outlook. Evidence by reputable citizens of Hodge City proved to the Committee's satisfaction that he had no communistic tendencies; he was a Boy Scout, interested in patriotic and religious activities.
2. He immediately affiliated with the Y. M. C. A. and shortly became a member of its cabinet. The Chancellor's report says the Y. M. C. A. was at that time dominated by a leftist group. It was observed by one in an authoritative position that during the first year, particularly the latter part of it, he was perhaps easily excited and not entirely happy about his relationship with the school in general and somewhat class conscious.
3. There was at K.U. a Young Communist League operating secretly behind various false fronts, evidence shows that in the spring of his first year he joined the Young Communist League.
4. The Young Communist League held meetings and was addressed by Communist organizers.
5. Don Henry became President of the American Student Union as his designated function in the Young Communist League. He was very active in left wing peace movements and Y. M. C. A. The American Student Union was formed December 29, 1939, being a national merger of the Communistic National Student League and the socialistic Student League for Industrial Democracy.
6. During Don Henry's first year numerous editorials were published in The Daily Kansan on the Spanish situation, extoling the cause of the Loyalists, also called Red forces. It is common knowledge of the Communist support and participation with Spanish Loyalists. These highly partisan editorials and reported addresses by faculty members and outside speakers hold the Loyalist stand to be the crucial battle for democracy in Europe.
7. We are unable to find evidence presented to the student body of an equal amount of information on the other side of this most question.
8. Don Henry became interested in the Red cause in Spain. He was furnished money, through Communist sources, to go to Spain. He went to Spain. He was mortally wounded on his first day at the front.

Document 3: Press Release of the Board of Regents, page 1

BEST COPY AVAILABLE

9. We have not found where any faculty member has exceeded his authority in teaching theories of government.

Neither have we found any faculty member who is affiliated directly with any leftist organization.

10. We have had entire cooperation from the University authorities.

11. We are convinced there has been, and is now, some Communistic and probably some Fascist activity at Kansas University. However, we do not believe these activities are present to any greater degree than in other large Universities. Since the appointment of this Committee some changes have been made at the University, eliminating certain of the personnel which we believe will minimize un-American activities. The evidence discloses there was less communistic activity in the school year 1936-1937 than in either of the two preceding years.

12. This Committee, because of lack of authority, time and money, has not been able to follow all the leads to a final solution. We believe we have found most of the salient facts. The Board of Regents should keep the informative material relative to this investigation for the information of any authoritative body that may deem it necessary to make further investigation.

Document 3: Press Release of the Board of Regents, page 2

BEST COPY AVAILABLE

—Kirby in N. Y. W.

Character and Education

Some time ago the president of one of our great universities made a statement which at first glance seemed rather strange, coming as it did from the head of an institution of higher learning. He said that one's educational progress could not be judged by testing his intellectual development. If, said this prominent educator, we wish to know whether one is truly educated, we should inquire first about his character and second about his manners. Evidence of intellectual performance should come third.

It is a fact that too little stress has been placed upon the desirability of sound character and pleasing manners. Without these characteristics one cannot be a good citizen, or a good neighbor. If one has a fair measure of intelligence; if he has sound common sense and judgment, he can get along tolerably well without fine powers of intellectual discrimination. He cannot be a leader of thought; he cannot count much in the solving of the problems of humanity or of his country, but he may be a fairly successful business man, a good neighbor, a happy individual. He can be all this, provided he is unfailingly honest, thoroughly dependable, and agreeable in all his relations with his fellows.

Intellect and industry are important enough. The intellect should be disciplined and hard and sustained labor should be encouraged. But it is not enough that an engine be powerful and well fueled. If it is driven in the wrong direction it may become an instrument of destruction. If it is not wisely guided it may be an instrument of futility. The worth of the engine depends ultimately on the man at the wheel. And the worth of an individual depends not upon what he is capable of doing but upon what he does. The direction of one's activities depends not alone upon understanding but upon purpose, and purpose is a matter of character. One who sets out to win success for himself in narrow economic terms may do it without contributing to the welfare of society. Now leaving aside for the moment what that may do for him, it must be recognized that this result is a bad thing for the community. The school is a servant of the community, and it is not doing its full part unless it seeks not only to make students competent, but to inspire them with purpose—purpose to contribute to the well-being of others. It may furthermore be said with assurance that an individual who pays no heed to moral obligations cheats himself out of the best things which life affords. If he has not learned to feel and practice a fine regard for the feelings of others, he will not be well liked. He will not fit smoothly into the associated life. This maladjustment will probably stand in the way of economic advancement and it will certainly disturb the peace of mind and serenity of spirit so essential to human happiness.

Document 4: Character and Education newspaper article

BEST COPY AVAILABLE

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

___ Newspaper	___ Map	___ Advertisement
___ Letter	___ Telegram	___ Congressional record
___ Patent	___ Press release	___ Census report
___ Memorandum	___ Report	___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

___ Interesting letterhead	___ Notations
___ Handwritten	___ "RECEIVED" stamp
___ Typed	___ Other
___ Seals	

3. DATE(S) OF DOCUMENT:
_____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:
_____

POSITION (TITLE):
_____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
_____

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:
_____
_____
_____

B. Why do you think this document was written?
_____
_____

C. What evidence in the document helps you know why it was written? Quote from the document.
_____
_____

D. List two things the document tells you about life in the United States at the time it was written:
_____
_____

E. Write a question to the author that is left unanswered by the document:
_____
_____

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.

U.S. National Archives & Records Administration
700 Pennsylvania Avenue NW, Washington, DC 20408 • 1-86-NARA-NARA • 1-866-272-6272

Poster Analysis Worksheet

1. What are the main colors used in the poster?

   _____

2. What symbols (if any) are used in the poster?

   _____

3. If a symbol is used, is it

   a. clear (easy to interpret)? _____
   b. memorable? _____
   c. dramatic? _____

4. Are the messages in the poster primarily visual, verbal, or both?

   _____

5. Who do you think is the intended audience for the poster?

   _____

6. What does the Government hope the audience will do?

   _____

7. What Government purpose(s) is served by the poster?

   _____

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

   _____

Designed and developed by the
Education Staff, National Archives and Records Administration, Washington, DC 20408.

U.S. National Archives & Records Administration
700 Pennsylvania Avenue NW, Washington, DC 20408 • 1-86-NARA-NARA • 1-866-272-6272

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").